



Danny Brassell

Providing Superior Presentations that are
“Fun, Meaningful & Memorable”

dannybrassell.com

**Improving Student Achievement
Through Differentiation
A Customized Training
Lafayette, LA – June 1st, 2011**

Caffeine For The Soul!



Creating Readers for Life

Taking notes can be a real drag on learning. It is my hope that these notes contain the informational gems and tidbits that you found to be most useful during my session(s). If you require additional materials, please do not hesitate to email me at www.dannybrassell.com. Thank you so much for attending my presentation(s), and please keep me in mind if your school, district or organization ever needs a great speaker. My goal is to provide superior presentations that are “fun, meaningful and memorable.” Remember: *you* make a difference every day. Thank you for choosing to teach! –Danny ☺

Welcome

Welcome

This is the class –
Who wants to learn,
And read more books,
And make a better TOMORROW!

Bienvenidos

¿Quieres aprender? ¡Sí!

¿Quieres aventura? ¡Sí!

¿Quieres leer? ¡Sí!

¿Qué tiene información? ¡Libros!

¿Qué tiene imágenes hermosas? ¡Libros!

¿Qué tiene cuentos? ¡Libros!

Dare to Differentiate: 50 Terrific Teacher Tricks

ENVIRONMENT

1. Create a supportive environment of respect environment (teacher-students, students-to-students).
2. Develop a sense of community.
3. Facilitate an environment where students feel safe to take risks.
4. Promote the development of a broad range of skills and interests, incorporating all senses.
5. Set-up physical classroom for student-centered instruction.
6. Provide purposeful materials and resources.
7. Have high expectations for ALL.

READINESS

8. Allow students to “show what they know” in a variety of ways.
9. Provide students with plenty of time to explore, understand and transfer learning to long-term memory.
10. Permit students time to revisit ideas and concepts in order to connect or extend them.
11. Ensure lessons are developmentally appropriate.
12. Tier activities to provide appropriate level of challenge.
13. Compact curriculum to provide enrichment and challenge.

INTEREST

14. Incorporate creativity.
15. Provide students real choices in what they learn, how they learn and how they demonstrate learning (flexible and varied).
16. Offer real-world challenges that are directly connected to the students’ lives.
17. Offer novel, unique and engaging activities to capture and sustain students’ attention.
18. Use multi-media/technology.

LEARNING PROFILE

19. Focus on students’ learning styles.
20. Emphasize brain-compatible instruction.
21. Recognize and honor cultural diversity.
22. Emphasize student strengths and develop ways to compensate for weaknesses so they do not inhibit what student can do.
23. Permit positive movement (many students learn better on their toes).

Dare to Differentiate: 50 Terrific Teacher Tricks (CONT.)

CONTENT

24. Present the curriculum through interdisciplinary “big ideas” versus disconnected small facts.
25. Plan before, during and after instruction.
26. Negotiate contracts to provide appropriate learning activities for students.
27. Challenge students ($i + 1$).
28. Create centers.
29. Co-develop standards with students.
30. Clearly state expectations (be specific about requirements).
31. Empower learners! Encourage students to help set and enforce norms.

PROCESS

32. Utilize active, hands-on learning.
33. Allow students to work collaboratively and independently (flexible grouping).
34. Make use of higher level thinking and questioning strategies.
35. Offer students plenty of time for reflection and goal setting.
36. Vary strategies.
37. Consider integrated curriculum, problem-based learning and service learning.
38. Balance teacher-chosen and teacher-directed activities with student-chosen and student-directed activities.
39. Help students understand group’s shared needs for success, to belong, to trust, the future, etc.
40. Monitor student progress constantly.
41. Aim high; scaffold weaknesses.
42. Teach for meaning; not rote.
43. Be flexible (with time, space, materials and groupings)!
44. Teach strategies explicitly so student has “easy way out” of tough spots.
45. Collaborate with parents, resource specialists, etc. It takes a village!

PRODUCT

46. Provide opportunities for projects, creativity, problems and challenges.
47. Focus on student growth.
48. Initiate student-maintained portfolios and assessments with varied and original products.
49. Support students in creating products for real events/audience through public displays and performances.
50. Emphasize quality of thought and expression vs. accuracy.

Eight Principles of a Differentiated Classroom

Principle #1

- The teacher is clear about what matters in the content area.

Principle #2

- The teacher understands, appreciates and builds upon student differences.

Principle #3

- Assessment and instruction are inseparable.

Principle #4

- All students participate in respectful work.

Principle #5

- Students and teachers collaborate in learning.

Principle #6

- The teacher adjusts content, process, and product in response to student readiness, interests, and learning styles.

Principle #7

- Goals of a differentiated classroom are maximum growth/continued success.

Principle #8

- Flexibility is the hallmark of a differentiated classroom.

Book Picks for Differentiating Instruction

Dryden, G., & Vos, J. (1999). *The learning revolution* (2nd ed.). Rolling Hills Estates, CA: Jalmar Press.

- An invaluable resource, filled with wonderful inspirational quotes, challenging activities (e.g. visual puzzles, word puzzles, etc.) and cool examinations into how the brain retains information (e.g. learning how to count to ten in Japanese).

Gardner, H. (1993). *Frames of mind: The theory of multiple intelligences*. New York: Basic Books.

- The basis of multiple intelligence theory, this book is an absolute MUST for all teachers in the 21st century. A great example of how to theory put into practice.

Tomlinson, C. A. (1998). *How to differentiate instruction in mixed-ability classrooms* (2nd ed.). Arlington, VA: Association for Supervision & Curriculum Development.

- There is no differentiated instruction discussion without mention of Carol Ann Tomlinson. Bow to her, as she is the guru.

And just for kicks...

Phillips, K. (2006). *It's all about me: Personality quizzes for you and your friends*. Palo Alto, CA: Klutz.

- Many of the fun interactives that I used in my presentation (e.g. examining your thumbs to look at your level of confidence) come from this fantastic book, one of my favorites from 2006. Keep in mind that the book was written for teenage girls but includes a variety of activities that the handy teacher can adapt for use with boys, parents and colleagues.

Differentiation Songs

The Differentiation Diddy

(to the tune of "Do Wah Diddy Diddy," lyrics by Danny Brassell, © copyright 2007)

There I was just about to teach my class
Singin', "Do what I say. I'm the teacher. Yes, indeed."

Then my students looked at me en mass
Askin', "Do what you say? Are you kiddin'? We can't read."

They looked stressed (looked stressed) -
They looked bored (looked bored) -
They looked stressed. They looked bored...
They were not a happy hoard.

I had kids of all sizes. They were different, every one.
Singin', "do you want to teach a standard or me?"

They asked, "Why is school always work, and no fun?"
Sing this: "That is not the way that school has to be!"

I said, "Yes!" (said "yes") -
You're all right (all right) -
I said, "Yes!" You're all right...
Now our future's lookin' bright.

Our class is now happy, and we learn a lot more.
'Cuz we each are different, and we learn differently.

When others critique us, we just shut-our-door.
And we play. And we sing. And we think critically. YEAH!

Teachin' Has Got You!

(to the beat of "Waddlyacha," lyrics by Danny Brassell, © copyright 2007)

Teachin' has got you. Teachin' has got you.
What do you do? What do you do?
(repeat...and do not forget all the hand movements)

It's the craziest job. There's quite a lot to it.
I don't know how I'm gonna get though it.
I like the job. It's the job I like best.
I love teaching my students at school! *(faster)*

Differentiation Songs (CONT.)

The Newspaper Song

(to the tune of "The Facts of Life," lyrics by Danny Brassell, © copyright 2006)

You take the good. You take the bad. You take them both, and there you have: a newspaper. A newspaper.

There are sections for business reports, entertainment, news and sports. A newspaper. A newspaper.

It has everything! You can buy the car of your dreams! It has classifieds and movie times, stories showing local crimes.

You...you...You can share it with your friends, and learn the facts of life!

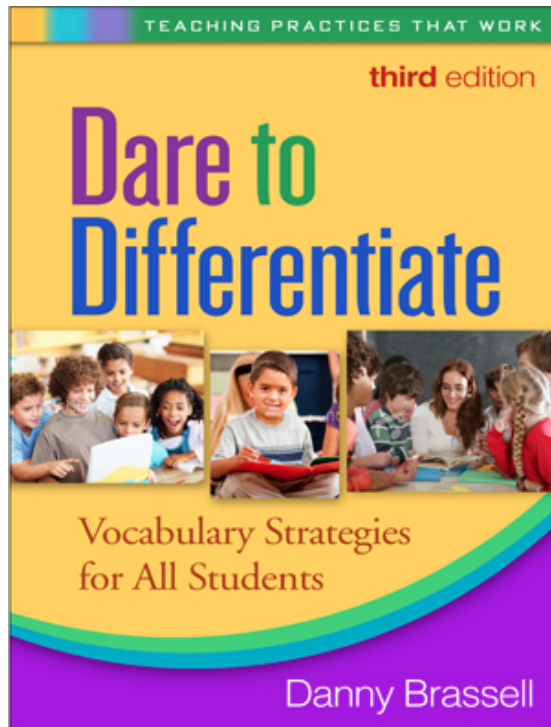
Web Resources

1. www.coolquiz.com: you HAVE to go to this site to check all of the wonderful activities designed to stimulate students' various problem-solving skills (using a variety of intelligences).
2. www.mindjet.com: this is the one that allows you to create awesome semantic maps (free subscription for the first 21 days).
3. www.inspiration.com: for grades K-5 it is known as "Kidspiration;" this software enables teachers to develop a number of wonderful graphic organizers to stimulate students' interests in various activities.
4. www.eduplace.com: for those who like the security of "paper-in-hand" worksheets, this site will save you hours you used to spend creating Venn diagrams, K-W-L charts, etc. from scratch.
5. www.internet4classrooms.com/di.htm: a fantastic site database of links to additional great sites for differentiating instruction.
6. www.lazyreaders.com: my FAVORITE website on the Internet (maybe it is because it is my website). Ranked #1 by Google under "book club recommendations," this site will expose you to a wide variety of books for all ages that do not take years to finish. Reading progress builds confidence!
7. drawapig.desktopcreatures.com: for those of you who enjoyed learning about your personality based on your drawing of a pig, check out this site to quiz your students (keep in mind that Danny altered some of the findings to accommodate teachers for this presentation).

Increasing Students' Vocabulary Skills

An optimal vocabulary program has four components:

1. it facilitates wide reading
 - books are good
 - remember the 3 Rs (read/read/read)
2. it teaches individual words
 - word lists
 - words taken from reading selections
 - words students know
3. it provides word-learning strategies
 - context cues
 - dictionaries (BEWARE)
4. it fosters word consciousness
 - games are good



Find all sorts of vocabulary strategies in my book *Dare to Differentiate: Vocabulary Strategies for All Students*.

Fast Facts

- Average students learn 3-4,000 words each year.
Source: Nagy, W. E. (1988). Teaching vocabulary to improve reading comprehension. Newark, DE: International Reading Association.
- Vocabulary knowledge is one of the best predictors of verbal ability.
Source: Jensen, A. R. (1980). Bias in mental testing. New York: Free Press.
- Vocabulary difficulty strongly influences the readability of texts.
Source: Klare, G. R. (1984). Readability. In P.D. Pearson (Ed.), Handbook of reading research (pp. 681-744). New York: Longman.
- Teaching the vocabulary of a selection can improve students' comprehension of the selection.
Source: Beck, I. L., & McKeown, M. G. (1983). Learning words well: A program to teach vocabulary and comprehension. The Reading Teacher, 36, 622-625.

The Dreaded “Vocabulary” Test

Monday Morning
Study for the test!

firkin (n.)	a small wooden vessel or cask
straddle (v.)	to walk with legs spread apart
tractable (adj.)	easily taught; docile
piscatorial (adj.)	pertaining to fishing
immure (v.)	To imprison; to shut up in confinement

Friday Morning
Get ready for the test!

an exercise in context...

Tayshaun’s Stryte

Tayshaun blew hard into his stryte, when his sala fropped from downstairs, “Cut out that stryting. You’ll bother the clypers.” Tayshaun fropped back, “But I need to practice my stryte for the verpand, Sala.”

Suddenly, Tayshaun’s Wala fropped, “Listen to your Sala, or you’ll get no blasurn after supper.”

Tayshaun put down his stryte and dreamed of playing like his idol, Dizzy Gillespie. “Someday, I hope tons of folks come to my verpands to hear me play my stryte.”

Vocabulary Songs & Chants

Remember to always sing before you take a test!

Take Our Test!

lyrics by Danny Brassell

based on the melody from "Be Our Guest" in Disney's Beauty and the Beast

Take our test! Take our test!
Put your name above the rest.
To the right you write the date there.
Who would ask for any less?
Use a pencil - make it sharp. You are now ready to start.
Read directions very slowly, One by one, part by part.
You'll do great! You'll impress!
You are heads above the rest.
And remember you're the student who's the best.
You're the smartest one.
Now come and have some fun.
Take our test! Take our test! Take our test!

Tayshaun's Stryte

*lyrics by Mrs. Gibson's 11th grade English class, Dorsey HS, South Los Angeles
based on "The Muppet Show" theme*

It's time to play my music. It's time to blow my stryte. It's time to practice stryting
in my bedroom tonight.

My parents keep on fropping, "You mustn't blow your stryte! We know you love
your bugle, but you can't practice tonight!"

My Sala and my Wala, they just don't understand. If I cannot rehearse here, I won't
play a verpand.

Though clypers keep complaining, I'll loudly play my stryte. Even if I don't get
blasurn. I like ice cream for blasurn.

I'll gladly skip my blasurn, & ignore the clypers, & ignore my Wala, & ignore my
Sala who keeps on fropping, so I can play my stryte in a verpand!

** Don't worry: Danny teaches gestures that accompany each song during the workshop.*

Hinky Pinks

plump feline

angry employer

artificial dessert

an honest rabbit

a headache

cunning insect

a fast hen

coal cabin

Hinky Pinkies

whale washer

funny horse

glass gun

a downpour of roses

NOW, CREATE YOUR OWN...

The Language Living Room

The English language is like a living room: it has accumulated quite a bit of “stuff” over the years. English has adopted, adapted, created and manipulated a variety of words.

With a partner, write down examples of:

- Blends (e.g. brunch)

- Clips (e.g. prep, plane)

- Abbreviations (e.g. NCLB)

- Acronyms (e.g. scuba)

The Know-It-All and His Two Dense Friends

** adapted from Dr. Rosalind Horowitz, UT-San Antonio*

Rule #1

Nick: Larry hit a foul ball.

Nac: A what ball?

Nick: A *foul* ball.

Nac: Wait a minute. I have to look up *foul* in the dictionary. (*finds word*) Okay, now I know. Larry hit a ball that smelled really bad.

Know-It-All: Many words have several meanings. When you look up a word's meaning, you need to choose a meaning that makes sense in the context in which the word is used. You can't just take the first definition listed!

Rule #2

Nick: The new kid called me señor. What does it mean?

Nac: Look it up.

Nick: It says "Spanish word." Why would he call me a Spanish word?

Nac: Beats me, amigo.

Know-It-All: When considering a definition, we need to consider the full definition given and not just part of it.

Rule #3

Nick: I want to say the monster was *vile*. Does that sound right?

Nac: Look it up.

Nick: Perfect!

Know-It-All: Often, the dictionary works best when we have some idea of the word's meaning but aren't certain of it. This makes the dictionary useful when we want to use a word in our writing but are not certain of its meaning.

Vocabulary-Building Strategy: Word Play

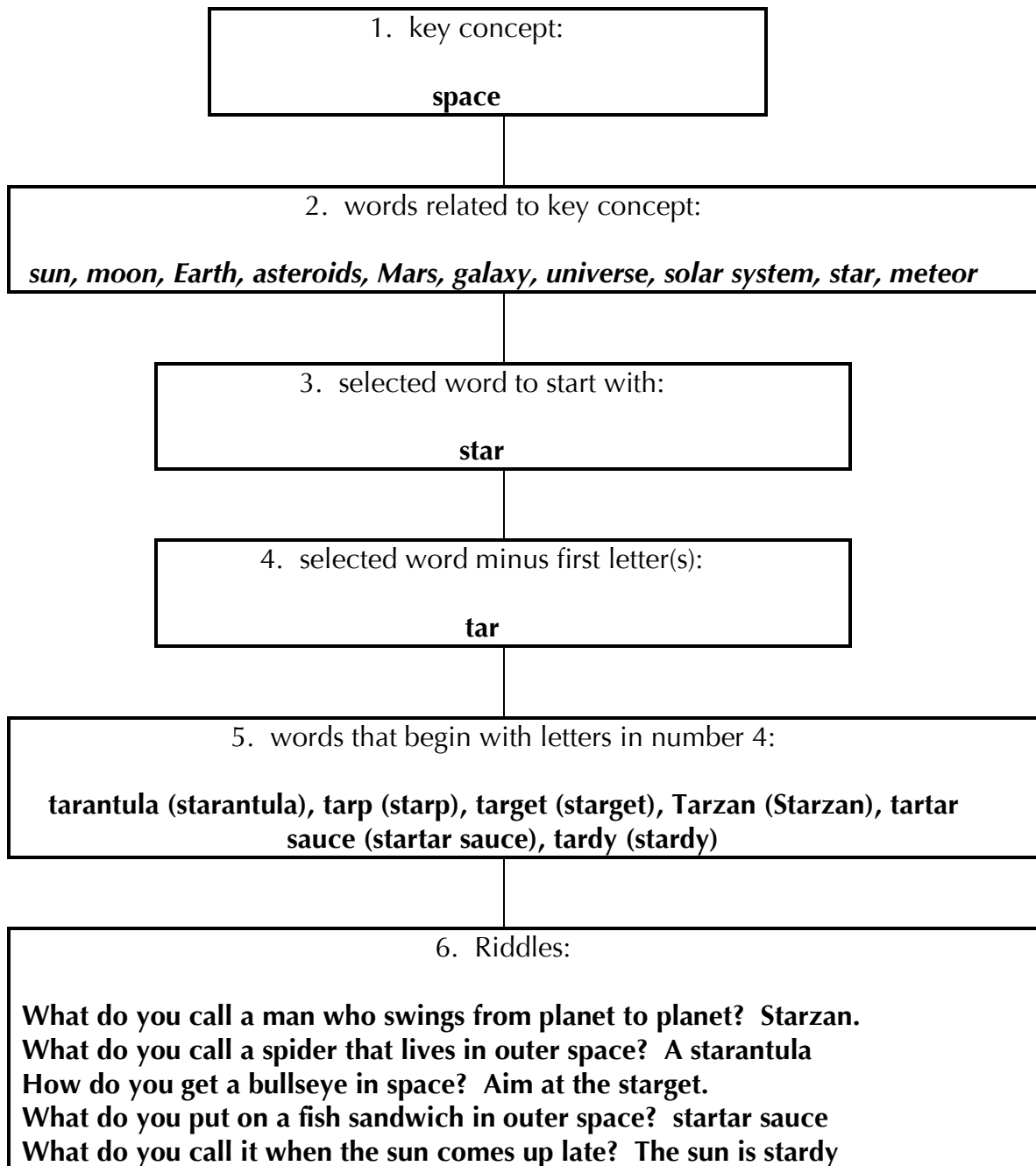
Word play is an instructional strategy that utilizes dramatization to encourage students' vocabulary development. Using a short list of new vocabulary words or concepts, small groups of students create vignettes that feature and demonstrate the new vocabulary words or concepts.

What Do I Do?

1. Choose a text.
2. From the text, select three to five words that give an impression of the story structure (setting, characters, problem/goal, actions and resolution). Write the words on index cards, and make sets of the cards for all student groups.
3. Give each group a set of cards (make sure that multiple groups receive the same words), and tell students to create a 3-minute skit based on the vocabulary.
4. Allow students to work in small groups, and check for understanding as groups plan their skits.
5. Ask students to present skits. Allow students to compare and contrast similarities and differences between their skits.
6. Ask students to read the text and compare the author's use of the vocabulary words with the way they used the words in their skits.
7. Ask students to highlight the vocabulary words when they encounter them in the text. After reading, ask students to take another look at the vocabulary words and clarify their meanings as the author intended.
8. Encourage students to use the new vocabulary words in other oral and written presentations.

** Adapted from Brassell & Flood's Vocabulary Strategies Every Teacher Needs to Know (2004)*

Vocabulary-Building Strategy: Word Riddles



Thank You!

We need you. Remember: *you* make a difference every day. Thanks for all you do!

Notes